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ABSTRACT

Presented is the fourth of 12 instructional kits, on human engineering in the classroom, for a performance based teacher education program which was developed by project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for the eight performance objectives, a listing of the performance objectives (such as making a sociometric study of a class and assigning students to work groups), instructions for eight learning experiences (such as identifying positive teacher behaviors from a video tape), a checklist for self-evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. A sample sociometric study is also included. (DB)

ED100113

PROJECT CHILD

Ten Kit 4

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EC 070 983

TEN KIT 4

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TITLE: Human Engineering Applicable to the Classroom

APPROXIMATE TIME TO COMPLETE: 20 Hours

MATERIALS TO PURCHASE: Meacham, Merle L. and Allen E. Wiesen, Changing Classroom Behavior: A Manual for Precision Teaching.

INTRODUCTION:

A major theoretical approach to the learning problems of language disabled children is behavioral management. The major focus is on behavioral engineering. The major aspects of behavioral engineering are the focus on overt behavior and the manipulation of classroom events to attain learning change. This kit will acquaint you with the procedures used in behavioral engineering. It will provide you with an opportunity to chart classroom behaviors in such a way that change can be readily identified.

For the purpose of this kit, behavioral engineering will be defined as "task analysis so that equipment and human resources become more compatible for efficient operation". This simply means that the classroom will be studied to determine ways to increase the learning of the pupil.

PREASSESSMENT

Each package in this curriculum is initiated with a measure of the learner's knowledge and skills pertinent to that package. This is referred to as pre-assessment and is designed to determine your proficiency in each of the objectives established for the package. Depending upon the levels of behavior required by the objectives, preassessment may range from a matching quiz, through an interview with the instructor, to analysis of a video-taped classroom situation.

You should read the performance objectives stated for this kit and decide whether you feel proficient in any of the behaviors required. It is your option to request preassessment on each of the objectives in which you feel you are already proficient. For each objective there is a preassessment exercise, allowing the instructor to determine precisely which learning experiences you should complete. For example, if six objectives are prescribed for the kit and you request the preassessment exercises on four of the objectives, you will be required to complete the learning experiences for the two objectives in which you did not request preassessment. For the four objectives on which you requested preassessment, you will be required to complete only those learning experiences for the objectives on which you did not meet the proficiency required.

TEN KIT 4

Human Engineering Applicable to the Classroom

PREASSESSMENT

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Performance Objective 1

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy on the following questions over Chapter 2 of Changing Classroom Behavior:

1. In experimental terms, the teacher's behavior is the_____ variable and the student's behavior is the_____variable.

2. The two major kinds of teacher behavior are those designed to 1._____ 2._____.

3. The two broad categories into which a learner's behavior can be classified are 1._____ 2._____.

4. The dependent variables for classroom behavior such as fighting and talking are related to_____.

5. To find the independent variables which produce desired student behavior, the teacher must _____and_____ behavior.

6. Another term used by the author to mean "reference point" is _____. Write a definition for this term.

7. State the reason that "rate of behaving" is a more desirable kind of record keeping than is percentage correct.

8. State two specific people often found in the classroom who could learn to collect baserates of behavior.

9. Common goals of all researchers in measuring classroom behavior are to 1._____ 2._____

10. Explicit data related to specific behavior forms a record for future _____.

11. When baserates are established, it is possible to systematically modify the_____and note the results on the various categories of_____.

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TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment, Performance Objective 1

12. In explaining the relationship between teacher behavior and disruptive classroom behavior, Thomas categorized teacher behavior as 1._____ _____, 2._____, 3._____.

13. In exploring the relationship between teacher behavior and disruptive classroom behavior, Thomas recognized the following five classes of disruptive classroom behavior: 1._____, 2._____, 3._____, 4._____, 5._____.

14. The first step in good classroom management is to_____.

15. Accurate information about what is going on in the classroom consists of the following six items: 1._____, 2._____, 3._____, 4._____, 5._____, 6._____.

16. When learning to gather data, a teacher could utilize the following to develop the skill: 1._____, 2._____, 3._____, 4._____.

17. Define the following categories of teacher behavior: 1.Eliciting___ _____
2. Responding_____ _____

18. Define the following types of student behavior: 1. Academic_____ _____
2. Non-academic_____ _____

19. List two specific student behaviors which would be classified under each of the general categories of student behavior. 1. Academic____ _____
2. Non-academic_____

20. From Chapter 2 of Changing Classroom Behavior list two baserates for academic behavior and two baserates for non-academic behavior.

1. Academic_____

2. Non-academic_____

TEN KIT 4

Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 1

Proficiency requires at least 90 per cent accuracy on the following questions over Chapter 2 of Changing Classroom Behavior:

1. In experimental terms, the teacher's behavior is the independent variable and the student's behavior is the dependent variable.

2. The two major kinds of teacher behavior are those designed to 1. elicit some response from the student (eliciting) 2. respond to what the student does (responding).

3. The two broad categories into which a learner's behavior can be classified are 1. academic , 2. non-academic.

4. The dependent variables for classroom behavior such as fighting and talking are related to environmental stimuli in the classroom.

5. To find the independent variables which produce desired student behavior, the teacher must define and measure behavior.

6. Another term used by the author to mean "reference point" is baserate. Write a definition for this term. The measure of the amount or rate of the behavior that is occurring naturally in the classroom.

7. State the reason that "rate of behaving" is a more desirable kind of record keeping than is percentage correct. Rate of behaving gives a specific idea of how much a child can do as well as how accurately.

8. State two specific people often found in the classroom who could learn to collect baserates of behavior.

   1. teacher 2. teacher aide

9. Common goals of all researchers in measuring classroom behavior are to 1. isolate behavior and outcomes 2. relate to student and teacher behavior

10. Explicit data related to specific behavior forms a record for future comparison.

11. When baserates are established, it is possible to systematically modify the teacher behavior and note the results on the various categories of student behavior.

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TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment, Performance Objective 1

12. In explaining the relationship between teacher behavior and disruptive classroom behavior, Thomas categorized teacher behavior as 1. disapproving, 2. approving, 3. instructional.

13. In exploring the relationship between teacher behavior and disruptive classroom behavior, Thomas recognized the following five classes of disruptive classroom behavior: 1. gross motor, 2. noise-making, 3. verbalization, 4. orienting, 5. aggression.

14. The first step in good classroom management is to collect accurate information about what is going on.

15. Accurate information about what is going on in the classroom consists of the following six items: 1. response rate, 2. error rate, 3. accuracy rate, 4. disruptive behavior rate, 5. study behavior rate, 6. teacher's behavior.

16. When learning to gather data, a teacher could utilize the following to develop the skill: 1. film, 2. video tape, 3. small group, 4. actual classroom.

17. Define the following categories of teacher behavior: 1. Eliciting behavior designed to get some response
2. Responding behavior designed to respond to student behavior

18. Define the following types of student behavior: 1. Academic anything related to the goals of the curriculum
2. Non-academic activities which interfere with the goals of the curriculum

19. List two specific student behaviors which would be classified under each of the general categories of student behavior. 1. Academic studying, reciting, asking questions, attending to teacher
2. Non-academic fighting, talking without permission, inattention

20. From Chapter 2 of Changing Classroom Behavior list two baserates for academic behavior and two baserates for non-academic behavior.

    1. Academic-Spelling, arithmetic or any academic grade is a baserate

    2. Non-academic-Grunts, banging objects, laughing, groans or any activity not related to curriculum

TEN KIT 4

Human Engineering Applicable to the Classroom

PREASSESSMENT

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Performance Objective 2

To meet the proficiency requirement for this objective schedule a conference with your teacher supervisor in which you will

1. View a video taped classroom situation.

2. Identify disruptive student behavior under the three categories of disruptive student behavior.

3. Establish the base rate for one behavior in each of the three categories of disruptive behavior, using forms secured from the teacher supervisor.

TEN KIT 4

Human Engineering Applicable to the Classroom

PREASSESSMENT

Performance Objective 2

BASERATE FORM FOR DISRUPTIVE BEHAVIOR

Make a tally mark for each time the behavior occurs. Be sure to note the length of time the behavior was being observed.

	Frequency of behavior	Total
1. Gross Motor		
(1) getting out of seat		
(2) standing up		
2. Verbalization		
(1) talking with other children		
(2) laughing		
3. Orienting		
(1) turning toward other child		
(2) showing object to other child		

$$\text{Rate of Responding} = \frac{\text{Frequency of behavior}}{\text{Length of time observed}}$$

EXAMPLE: During a one hour observation, Child A got out of the seat without permission 10 times.

$$\text{RATE} = \frac{10}{60}$$

Rate = 10 times per hour or 1 time per minute

**

TEN KIT 4

Human Engineering Applicable to the Classroom

PREASSESSMENT

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Performance Objective 2

BASERATE FORM FOR DISRUPTIVE BEHAVIOR

Make a tally mark for each time the behavior occurs. Be sure to note the length of time the behavior was being observed. Start the video tape and observe the children for twenty minutes. This will stop the video tape before the teacher in the tape starts to show the film.

	Frequency of behavior	Total
1. Gross Motor		
(1) getting out of seat	𝍸	5
(2) standing up	////	4
2. Verbalization		
(1) talking with other children	///	3
(2) laughing	///	3
3. Orienting		
(1) turning toward other child	𝍸 //	7
(2) showing object to other child		0

Rate of Responding = $\frac{\text{Frequency of behavior}}{\text{Length of time observed}}$

EXAMPLE: During a one hour observation, Child A got out of the seat without permission 10 times.

RATE = $\frac{10}{60}$

Rate = 10 times per hour or 1 time per minute

TEN KIT 4

Human Engineering Applicable to the Classroom

PREASSESSMENT

Performance Objective 3

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy on the following questions over Chapter 11 of Mental Health in Education:

1. Bonney states that the primary purpose of sociometry in a school situation would be to

   a.
   b.
   c.

2. Three principal kinds of sociometric measurements are

   a.
   b.
   c.

3. A sociometric test measures the _____ that each individual has in a tested population at a given time and in reference to a stated_____.

4. A person's choice status in a group is affected to the extent to which he is viewed by others as possessing_____ and_____ important to the group for successful achievement and overt social adjustment.

5. The emphasis of a sociometric test is not on what one is but what one _____.

6. A sociometric test measures not only each individual's_____ among his immediate associates, but also each person's interpersonal _____.

7. Choice-daring is reflected when the chooser indicates_____ _____.

8. Jenninger found that positive and negative responses toward people were determined by _____ _____.

9. State one specific reason why one person is attracted to another.

10. The person of high choice-status in a group is generally characterized as being both_____ and_____.

**

TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment Performance Objective 3

11. High sociometric status is due primarily to having resources to meet needs and _____.

12. In order to move a person from a low sociometric status one would

    a.
    b.

13. "Mirror choosing" means _____
    _____.

14. Psychologically adequate people desire to associate with one another because of

    a.
    b.
    c.
    d.

15. Sociometric data has its value to teachers in that it

    a.
    b.
    c.
    d.
    e.

16. Differentiate between academic and social behavior by defining and giving one example of each.

    a. academic behavior

    b. social behavior

**

TEN KIT 4

Human Engineering Applicable to the Classroom

PREASSESSMENT

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Performance Objective 3

Proficiency requires at least 90 per cent accuracy on the following questions over Chapter 11 of Mental Health in Education:

1. Bonney states that the primary purpose of sociometry in a school situation would be to

   a. obtain quantitative data on attraction-repulsion patterns
   b. to evaluate these data in terms of mental hygiene objectives
   c. enhance individual and group management

2. Three principal kinds of sociometric measurements are

   a. specific criteria
   b. sociometric questionnaires
   c. measurements of reputation

3. A sociometric test measures the choice-status that each individual has in a tested population at a given time and in reference to a stated choice-status.

4. A person's choice status in a group is affected to the extent to which he is viewed by others as possessing skills and values important to the group for successful achievement and overt social adjustment.

5. The emphasis of a sociometric test is not on what one is but what one becomes.

6. A sociometric test measures not only each individual's choice-value among his immediate associates, but also each person's interpersonal aspirations or wants.

7. Choice-daring is reflected when the chooser indicates that he chooses others who are much higher than himself in the group structure.

8. Jenninger found that positive and negative responses toward people were determined by
   how much one needs other people.

9. State one specific reason why one person is attracted to another.
   fulfillment of some kind of need

10. The person of high choice-status in a group is generally characterized as being both aggressive and friendly.

TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment, Performance Objective 3

11. High sociometric status is due primarily to having resources to meet needs and to perceive needs of the individual and group.

12. In order to move a person from a low sociometric status one would

    a. change individual
    b. change group members

13. "Mirror choosing" means the quality level of one is reflected in the other.

14. Psychologically adequate people desire to associate with one another because of

    a. achievement
    b. interest
    c. values
    d. concern

15. Sociometric data has its value to teachers in that it

    a. helps to see pupils in a new light
    b. is useful in planning work
    c. is useful in recognizing personality problems
    d. is useful in discipline and group management
    e. helps locate danger spots in human relations

16. Differentiate between academic and social behavior by defining and giving one example of each.

    a. academic behavior - Patterns of behavior which are consistent with defined educational goals.
    b. social behavior - Patterns of behavior which attract or repel individual class members.

TEN KIT 4

Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 4

To meet proficiency requirement for this objective schedule with your teacher supervisor a conference in which you will

1. View a video taped classroom situation.

2. From the video tape identify in writing five student behaviors which would be classified as academic and five student behaviors classified as social.

**

TEN KIT 4

Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 4

The following list of behaviors reflect the content of the video tape. Any of the listed behaviors will meet the criteria for the objective. Other behaviors may be identified which are not in this list. Acceptance of these additional behaviors will be determined by the teacher supervisor. The student should view only the first twenty minutes of the video tape and identify the behaviors specified.

1. Academic behaviors

   a. Listening
   b. Raising hand to answer questions
   c. Drawing on overlay
   d. Following directions
   e. Drawing time-line on chart
   f. Asking questions
   g. Opening books on teacher instruction
   h. Reading from book
   i. Using maps
   j. Viewing film

2. Social behaviors

   a. Talking to other class members
   b. Turning toward other class members
   c. Looking around classroom
   d. Answering teacher questions
   e. Talking to teacher

TEN KIT 4

Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 5

Proficiency requires that you schedule an individual conference with your teacher supervisor and complete the following steps:

1. Secure from the teacher supervisor a detailed account of a sociometric study.

2. Review the data from this study briefly.

3. Discuss the results of the study with 90 per cent proficiency as determined on a checklist completed by the teacher supervisor.

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Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 5

Ask the following questions to determine if the student attained the 90 percent level of proficiency for this objective.

YES	NO		
___	___	1.	Can the student identify which of the three forms is the measuring technique? (Form 1)
___	___	2.	Can the student identify the sociometric criteria? (student rating sheets)
___	___	3.	On Form 1 can the student list the four children with the highest choice-preference? (Boggio, Taylor, Green, D. Cole)
___	___	4.	On Form 1, can the student list the five children with the lowest choice-preference? (Chambless, Cheak, Moreland, Pugh, Richard)
___	___	5.	Can the student explain why Teresa Taylor's name is marked out on her criteria sheet. (She was told not to rate herself.)
___	___	6.	Can the student identify which of the three forms is the sociogram? (Form 2)
___	___	7.	Can the student tell why the sociogram is made? (Graphic illustration of social process.)
___	___	8.	Using Form 3, can the student explain why each of the four people is designated as group leader? (Highest choice preference-more people wanted to work with them.)
___	___	9.	Can the student explain how each person got into the particular group? (Chose to be with someone in that group)
___	___	10.	Can the student explain how the four groups can be used to enhance academic goals? (Each group represents needs and values of individual members.)

TEN KIT 4

Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 6

To complete the proficiency requirement for this objective have your teacher supervisor arrange for you to make a sociometric study of a group of children in a classroom situation.

1. Find out exactly when and where you are to obtain data.

2. Obtain the data for your study by asking each child to write on paper the names of the three children with whom he would like to have his picture taken when school pictures are taken. The three choices are to be listed in his order of preference with the first name being the one with whom he would most like his picture to be taken, etc.

3. Form work groups of three based upon the choice preference expressed by the students.

4. Submit in writing your work groups to your teacher supervisor and justify the placement of the children into these groups.

TEN KIT 4

Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 7

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy on the following questions for Chapters 4 and 5 of Changing Classroom Behavior:

1. Teachers can increase the probability of some behavior occurring again by _____ it, or they can decrease this probability through some form of _____ or by instituting a procedure called _____.

2. "If you don't finish your work, you will stay in during recess" is a form of _____.

3. _____ is an environmental event which decreases the rate of the response which it follows.

4. Ignoring behaviors with the idea that they will "go away" is called _____.

5. Behaviors that have more reinforcing potential than other behaviors are highest in the _____.

6. In order to get reinforcement of terminal behavior, one must make certain that the reinforcement _____.

7. To know what is making the difference in the child's general behavior as well as in reaching specific goals, a teacher must be consistent in the _____.

8. Maintaining, gaining and eliminating specific behavior in the classroom will be most affected by _____.

9. Programmed learning uses _____ feedback to increase learning.

10. Bijou and Sturger have classified reinforcers in the following five categories:

    a.
    b.
    c.
    d.
    e.

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TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment, Performance Objective 7

11. There seems to be some agreement that reinforcers which are most effective are called_____.

12. Letting a child read a favorite book when his assigned work is completed is called the_____.

13. Define ratio schedule of reinforcement.

14. Define variable schedule of reinforcement.

15. To increase learning, the schedule of reinforcement which is most effective is_____.

16. Compare reinforcement with extinction in terms of the procedures used to accomplish each.

17. Aversive experience in school usually results in a child that is seriously limited in

    a.
    b.

18. Aversive techniques or elements in our educational system have fostered the following types of behavior in our society:

    a.
    b.
    c.
    d.
    e.

19. In the classroom aversive techniques used are as follows:

    a.
    b.
    c.
    d.
    e.

20. Two side effects of an excessively punitive classroom environment are

    a.
    b.

21. Students who have non-punitive teachers tend to talk more about

    a.
    b.

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TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment, Performance Objective 7

22. Habitual use of punishment creates far more problems than it solves, and at best it _____undesirable behavior, but does not _____it.

23. Excessive movements in a classroom may serve as a signal for the teacher to

    a.
    b.
    c.

24. The establishing of desirable and undesirable behaviors in a classroom environment reduces problems because standards are

    a.
    b.
    c.

25. Two criteria a teacher should use in determining if a behavior is undesirable and should be changed are

    a.
    b.

26. Four possibilities open to a teacher for changing classroom behavior are

    a.
    b.
    c.
    d.

27. An attempt to establish a uniform punishment for all students often results in certain students actually being_____.

28. In a classroom operating largely on positive reinforcement, rapid reduction of disruptive behavior can be accomplished by_____ _____.

TEN KIT 4

Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 7

Proficiency requires at least 90 per cent accuracy on the following questions for Chapters 4 and 5 of Changing Classroom Behavior:

1. Teachers can increase the probability of some behavior occurring again by reinforcing it, or they can decrease this probability through some form of punishment or by instituting a procedure called extinction.

2. "If you don't finish your work, you will stay in during recess" is a form of negative reinforcement.

3. Punishment is an environmental event which decreases the rate of the response which it follows.

4. Ignoring behaviors with the idea that they will "go away" is called extinction.

5. Behaviors that have more reinforcing potential than other behaviors are highest in the hierarchy of reinforcement.

6. In order to get reinforcement of terminal behavior, one must make certain that the reinforcement is contingent only on the behavior.

7. To know what is making the difference in the child's general behavior as well as in reaching specific goals, a teacher must be consistent in the management of consequences.

8. Maintaining, gaining and eliminating specific behavior in the classroom will be most effected by using immediate consequences.

9. Programmed learning uses immediate feedback to increase learning.

10. Bijou and Sturger have classified reinforcers in the following five categories:

    a. consumables
    b. manipulatables
    c. visual stimuli
    d. social stimuli
    e. tokens

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TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment, Performance Objective 7

11. There seems to be some agreement that reinforcers which are most effective are called social reinforcers.

12. Letting a child read a favorite book when his assigned work is completed is called the Premack Principle.

13. Define ratio schedule of reinforcement.

    reinforcement given on a ratio number of reinforcement to work accomplished

14. Define variable schedule of reinforcement.

    reinforcement to be given according to number of correct responses

15. To increase learning, the schedule of reinforcement which is most effective is variable.

16. Compare reinforcement with extinction in terms of the procedures used to accomplish each. Reinforcement occurs by responding to behavior, while extinction occurs by failing to respond to behavior.

17. Aversive experience in school usually results in a child that is seriously limited in

    a. individual personal development
    b. contribution to society

18. Aversive techniques or elements in our educational system have fostered the following types of behavior in our society:

    a. absenteeism
    b. vandalism
    c. anxiety
    d. fear
    e. conformity

19. In the classroom aversive techniques used are as follows:

    a. raised eyebrow of the teacher
    b. extra assignments
    c. corporal punishment
    d. humiliation by peers
    e. dressing down by the principal

20. Two side effects of an excessively punitive classroom environment are

    a. increase in overt disruptive behavior
    b. aggressive preoccupation among the students

21. Students who have non-punitive teachers tend to talk more about

    a. academic achievement
    b. learning

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TEN KIT 4, Human Engineering Applicable to the Classroom, Preassessment, Performance Objective 7

22. Habitual use of punishment creates far more problems than it solves, and at best it suppresses undesirable behavior, but does not extinguish it.

23. Excessive movements in a classroom may serve as a signal for the teacher to

    a. provide more interesting material
    b. change the activity
    c. permit recess

24. The establishing of desirable and undesirable behaviors in a classroom environment reduces problems because standards are

    a. planned
    b. clarified
    c. maintained

25. Two criteria a teacher should use in determining if a behavior is undesirable and should be changed are

    a. interferes with a student's performance
    b. interferes with the rest of the class

26. Four possibilities open to a teacher for changing classroom behavior are

    a. punishing
    b. extinction
    c. reinforcing competing behavior
    d. removing the student

27. An attempt to establish a uniform punishment for all students often results in certain students actually being positively reinforced.

28. In a classroom operating largely on positive reinforcement, rapid reduction of disruptive behavior can be accomplished by removing the possibility of reinforcement.

TEN KIT 4

Human Engineering Applicable to the Classroom

PREASSESSMENT

Performance Objective 8

Schedule with your teacher supervisor an individual conference in which you will

1. View a video taped classroom situation.

2. Identify to the satisfaction of your teacher supervisor five teacher behaviors which reinforce learning.

3. Establish to the satisfaction of your teacher supervisor a base rate for each of these behaviors.

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Human Engineering Applicable to the Classroom

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PREASSESSMENT

Performance Objective 8

The following teacher behaviors can be identified as ways that the teacher reinforces behavior in the classroom. Other reinforcing behaviors are acceptable; however, they must meet the approval of the teacher supervisor. The student should view the first twenty minutes of the video tape and identify the behavior specified.

	Frequency of behavior	Total
1. Calling on children who raise their hand	𝍸 ///	8
2. Verbal rewards for answering	𝍸	5
3. Assuring student of correct answer	///	3
4. Asking questions	𝍸 ////	9
5. Emphasizing points made by students	////	4
6. Calling student by name	𝍸 ///	8
7. Allowing student to perform in front of group	///	3

TEN KIT 4

Human Engineering Applicable to the Classroom

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PERFORMANCE OBJECTIVES

Upon completing Ten Kit 4 you

1. Demonstrate your knowledge of the identification and measurement of classroom behavior by performing with at least 90 per cent accuracy on an objective test.

2. Apply the identification and measurement of classroom behavior by viewing a video tape of a classroom situation, classifying the behavior of the children in the video tape into three categories of disruptive behavior and establishing a base rate for one of the behaviors in each of the three categories.

3. Know the procedure for differentiating between the academic and social behavior occurring in a classroom as demonstrated by scoring with at least 90 per cent accuracy on an objective test.

4. Apply a method for the differentiation of academic and social behavior occurring in a classroom by viewing a video tape of a classroom situation and identifying correctly five student behaviors that would be classified as academic and five student behaviors classified as social.

5. Demonstrate your comprehension of the utility of social behavior for the accomplishment of academic goals with an oral explanation of a classroom sociometric study, achieving at least a 90 per cent correct rating on a standard checklist.

6. Apply the procedure for studying classroom social behavior by making a sociometric study of a classroom and assigning, with at least 90 per cent accuracy, the children in that class to work groups based upon the results of your study.

7. Know the means by which teachers strengthen and eliminate student classroom behavior as demonstrated by performing with at least 90 per cent accuracy on an objective test.

8. Apply your understanding of the means by which teachers strengthen and eliminate student classroom behavior by observing a video taped classroom situation identifying five teacher behaviors which strengthen learning and establishing a base rate for each of the five behaviors.

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Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 1

1. Secure from your teacher supervisor a list of study questions for Chapter 2 of Changing Classroom Behavior.

2. Read and study Chapter 2 of Changing Classroom Behavior, completing the study questions as you read.

(Performance Objective 1)

**

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Human Engineering Applicable to the Classroom

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LEARNING EXPERIENCE I

Performance Objective 1

Study questions for Chapter 2
Changing Classroom Behavior

NAME_____ DATE_____

1. In experimental terms, the teacher's behavior is the _____ variable and the student's behavior is the_____variable.

2. The two major kinds of teacher behavior are those designed to 1._____2._____.

3. The two broad categories into which a learner's behavior can be classified are 1._____ 2._____.

4. The dependent variables for classroom behavior such as fighting and talking are related to_____.

5. To find the independent variables which produce desired student behavior, the teacher must _____and_____ behavior.

6. Another term used by the author to mean "reference point" is _____. Write a definition for this term.

7. State the reason that "rate of behaving" is a more desirable kind of record keeping than is percentage correct.

8. State two specific people often found in the classroom who could learn to collect baserates of behavior.

9. Common goals of all researchers in measuring classroom behavior are to 1._____2._____.

10. Explicit data related to specific behavior forms a record for future _____.

11. When baserates are established, it is possible to systematically modify the _____and note the results on the various categories of_____.

12. In explaining the relationship between teacher behavior and disruptive classroom behavior, Thomas categorized teacher behavior as: 1._____, 2._____, 3._____.

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13. In exploring the relationship between teacher behavior and disruptive classroom behavior, Thomas recognized the following five classes of disruptive classroom behavior: 1._____, 2._____, 3._____, 4._____, 5._____.

14. The first step in good classroom management is to _____.

15. Accurate information about what is going on in the classroom consists of the following six items: 1._____, 2._____, 3._____, 4._____, 5._____, 6._____.

16. When learning to gather data, a teacher could utilize the following to develop the skill: 1._____, 2._____, 3._____, 4._____.

17. Define the following categories of teacher behavior: 1. Eliciting_____
_____
2. Responding_____
_____.

18. Define the following types of student behavior: 1. Academic_____
_____
2. Non-academic_____
_____.

19. List two specific student behaviors which would be classified under each of the general categories of student behavior: 1. Academic_____
_____
2. Non-academic_____
_____.

20. From Chapter 2 of Changing Classroom Behavior list two baserates for academic behavior and two baserates for non-academic behavior:
1. Academic_____

2. Non-academic_____

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LEARNING EXPERIENCE 1

Performance Objective 1

Study questions for Chapter 2
Changing Classroom Behavior

1. In experimental terms, the teacher's behavior is the independent variable and the student's behavior is the dependent variable.

2. The two major kinds of teacher behavior are those designed to 1. elicit some response from the student (eliciting) 2. respond to what the student does (responding).

3. The two broad categories into which a learner's behavior can be classified are 1. academic 2. non-academic.

4. The dependent variables for classroom behavior such as fighting and talking are related to environmental stimuli in the classroom.

5. To find the independent variables which produce desired student behavior, the teacher must define and measure behavior.

6. Another term used by the author to mean "reference point" is baserate. Write a definition for this term. the measure of the amount or rate of the behavior that is occurring naturally in the classroom.

7. State the reason that "rate of behaving" is a more desirable kind of record keeping than is percentage correct. Rate of behaving gives a specific idea of how much a child can do as well as how accurately.

8. State two specific people often found in the classroom who could learn to collect baserates of behavior.
   1. teacher 2. teacher aide

9. Common goals of all researchers in measuring classroom behavior are to 1. isolate behavior and outcomes 2. relate to student and teacher behavior

10. Explicit data related to specific behavior forms a record for future comparison.

11. When baserates are established, it is possible to systematically modify the teacher behavior and note the results on the various categories of student behavior.

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12. In explaining the relationship between teacher behavior and disruptive classroom behavior, Thomas categorized teacher behavior as 1. disapproving, 2. approving, 3. instructional.

13. In exploring the relationship between teacher behavior and disruptive classroom behavior, Thomas recognized the following five classes of disruptive classroom behavior: 1. gross motor, 2. noisemaking, 3. verbalization, 4. orienting, 5. aggression.

14. The first step in good classroom management is to collect accurate information about what is going on.

15. Accurate information about what is going on in the classroom consists of the following six items: 1. response rate, 2. error rate, 3. accuracy rate, 4. disruptive behavior rate, 5. study behavior rate, 6. teacher's behavior.

16. When learning to gather data, a teacher could utilize the following to develop the skill: 1. film, 2. video tape, 3. small group, 4. actual classroom.

17. Define the following categories of teacher behavior: 1. Eliciting behavior designed to get some response
2. Responding behavior designed to respond to student behavior

18. Define the following types of student behavior: 1. Academic anything related to the goals of the curriculum
2. Non-academic activities which interfere with the goals of the curriculum.

19. List two specific student behaviors which would be classified under each of the general categories of student behavior 1. Academic studying, reciting, asking questions, attending to teacher
2. Non-academic fighting, talking without permission, inattention

20. From Chapter 2 of Changing Classroom Behavior list two baserates for academic behavior and two baserates for non-academic behavior.

1. Academic-Spelling, arithmetic or any academic grade in a baserate.
2. Non-academic-Grunts, banging objects, laughing, groans or any activity not related to curriculum.

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LEARNING EXPERIENCE 2

1. Arrange with your teacher supervisor to view the video taped classroom situation for this learning experience.

2. Using the five classes of disruptive behavior found on page 20 of Changing Classroom Behavior, classify the behavior of the children in the tape.

3. Secure from the teacher supervisor the Baserate Form for Disruptive Behavior and establish the base rate for one of the behaviors identified in each of the three categories of disruptive behavior.

4. Schedule a conference with your teacher supervisor to critique your completion of this learning experience.

(Performance Objective 2)

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LEARNING EXPERIENCE 2

Performance Objective 2

BASERATE FORM FOR DISRUPTIVE BEHAVIOR

Make a tally mark for each time the behavior occurs. Be sure to note the length of time the behavior was being observed.

	Frequency of behavior	Total
1. Gross Motor		
(1) getting out of seat		
(2) standing up		
2. Verbalization		
(1) talking with other children		
(2) laughing		
3. Orienting		
(1) turning toward other child		
(2) showing object to other child		

$$\text{Rate of Responding} = \frac{\text{Frequency of behavior}}{\text{Length of time observed}}$$

EXAMPLE: During a one hour observation, Child A got out of the seat without permission 10 times.

$$\text{RATE} = \frac{10}{60}$$

Rate = 10 times per hour or 1 time per minute

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LEARNING EXPERIENCE 2

Performance Objective 2

BASERATE FORM FOR DISRUPTIVE BEHAVIOR

Make a tally mark for each time the behavior occurs. Be sure to note the length of time the behavior was being observed. Start the video tape and observe the children for twenty minutes. This will stop the video tape before the teacher in the tape starts to show the film.

	Frequency of behavior	Total
1. Gross Motor		
(1) getting out of seat	𝍸	5
(2) standing up	////	4
2. Verbalization		
(1) talking with other children	///	3
(2) laughing	///	3
3. Orienting		
(1) turning toward other child	𝍸 //	7
(2) showing object to other child		0

$$\text{Rate of Responding} = \frac{\text{Frequency of behavior}}{\text{Length of time observed}}$$

EXAMPLE: During a one hour observation, Child A got out of the seat without permission 10 times.

$$\text{RATE} = \frac{10}{60}$$

Rate = 10 times per hour or 1 time per minute

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LEARNING EXPERIENCE 3

1. Secure from your teacher supervisor a set of study questions for Chapter 11 of Mental Health in Education.

2. Read and study Chapter 11of Mental Health in Education, completing the questions as you read.

(Performance Objective 3)

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LEARNING EXPERIENCE 3

Performance Objective 3

Study questions for Chapter 11
Mental Health in Education

NAME_____ DATE_____

1. Bonney states that the primary purpose of sociometry in a school situation would be to

   a.
   b.
   c.

2. Three principal kinds of sociometric measurements are:

   a.
   b.
   c.

3. A sociometric test measures the _____ that each individual has in a tested population at a given time and in reference to a stated_____.

4. A person's choice status in a group is affected to the extent to which he is viewed by others as possessing_____and_____ important to the group for successful achievement and overt social adjustment.

5. The emphasis of a sociometric test is not on what one is but what one _____.

6. A sociometric test measures not only each individual's_____ among his immediate associates, but also each person's interpersonal _____.

7. Choice-daring is reflected when the chooser indicates_____ _____.

8. Jenninger found that positive and negative responses toward people were determined by _____ _____.

9. State one specific reason why one person is attracted to another.

10. The person of high choice-status in a group is generally characterized as being both_____and_____.

TEN KIT 4, Human Engineering Applicable to the Classroom, Learning Experience 3, Performance Objective 3

11. High sociometric status is due primarily to having resources to meet needs and_____.

12. In order to move a person from a low sociometric status one would

    a.
    b.

13. "Mirror choosing" means_____
    _____.

14. Psychologically adequate people desire to associate with one another because of

    a.
    b.
    c.
    d.

15. Sociometric data has its value to teachers in that it

    a.
    b.
    c.
    d.
    e.

16. Differentiate between academic and social behavior by defining and giving one example of each.

    a. academic behavior

    b. social behavior

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Human Engineering Applicable to the Classroom

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LEARNING EXPERIENCE 3

Performance Objective 3

Study questions for Chapter 11
Mental Health in Education

1. Bonney states that the primary purpose of sociometry in a school situation would be to

   a. obtain quantitative data on attraction-repulsion patterns
   b. to evaluate these data in terms of mental hygiene objectives
   c. enhance individual and group management

2. Three principal kinds of sociometric measurements are

   a. specific criteria
   b. sociometric questionnaires
   c. measurements of reputation

3. A sociometric test measures the choice-status that each individual has in a tested population at a given time and in reference to a stated choice-status.

4. A person's choice status in a group is affected to the extent to which he is viewed by others as possessing skills and values important to the group for successful achievement and overt social adjustment.

5. The emphasis of a sociometric test is not on what one is but what one becomes.

6. A sociometric test measures not only each individual's choice-value among his immediate associates, but also each person's interpersonal aspirations or wants.

7. Choice-daring is reflected when the chooser indicates that he chooses others who are much higher than himself in the group structure.

8. Jenninger found that positive and negative responses toward people were determined by
   how much one needs other people.

9. State one specific reason why one person is attracted to another.
   fulfillment of some kind of need

10. The person of high shoice-status in a group is generally characterized as being both aggressive and friendly.

TEN KIT 4, Human Engineering Applicable to the Classroom, Learning Experience 3, Performance Objective 3

11. High sociometric status is due primarily to having resources to meet needs and to perceive needs of the individual and group.

12. In order to move a person from a low sociometric status one would

    a. change individual
    b. change group members

13. "Mirror choosing" means the quality level of one is reflected in the other.

14. Psychologically adequate people desire to associate with one another because of

    a. achievement
    b. interest
    c. values
    d. concern

15. Sociometric data has its value to teachers in that it

    a. helps to see pupils in a new light
    b. is useful in planning work
    c. is useful in recognizing personality problems
    d. is useful in discipline and group management
    e. helps locate danger spots in human relations

16. Differentiate between academic and social behavior by defining and giving one example of each.

    a. academic behavior-Patterns of behavior which are consistent with defined educational goals.
    b. social behavior-Patterns of behavior which attract or repel individual class members.

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Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 4

1. Arrange with your teacher supervisor to view the video taped classroom situation for this learning experience.

2. From the video tape identify five student behaviors that would be classified under each of the following categories:

   a. academic

   b. social

3. Schedule a conference with your teacher supervisor to critique your performance on this learning experience.

(Performance Objective 4)

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Human Engineering Applicable to the Classroom

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LEARNING EXPERIENCE 4

Performance Objective 4

The following list of behaviors reflect the content of the video tape. Any of the listed behaviors will meet the criteria for the objective. Other behaviors may be identified which are not in this list. Acceptance of these additional behaviors will be determined by the teacher supervisor. The student should view only the first twenty minutes of the video tape and identify the behaviors specified.

1. Academic behaviors

    a. Listening
    b. Raising hand to answer questions
    c. Drawing on overlay
    d. Following directions
    e. Drawing time-line on chart
    f. Asking questions
    g. Opening books on teacher instruction
    h. Reading from book
    i. Using maps
    j. Viewing film

2. Social behaviors

    a. Talking to other class members
    b. Turning toward other class members
    c. Looking around classroom
    d. Answering teacher questions
    e. Talking to teacher

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Human Engineering Applicable to the Classroom

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LEARNING EXPERIENCE 5

1. Secure from your teacher supervisor the data from a completed sociometric study.

2. Study the data provided, giving particular attention to the three basic parts of a sociometric study.

3. Schedule a conference with your teacher supervisor to discuss your analysis of this sociometric study.

(Performance Objective 5)

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Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 5

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Performance Objective 5

Ask the following questions to determine if the student attained the 90 percent level of proficiency for this objective.

YES	NO		
___	___	1.	Can the student identify which of the three forms is the measuring technique? (Form 1)
___	___	2.	Can the student identify the sociometric criteria? (student rating sheets)
___	___	3.	On Form 1 can the student list the four children with the highest choice-preference? (Boggio, Taylor, Green, D. Cole)
___	___	4.	On Form 1, can the student list the five children with the lowest choice-preference? (Chambless, Cheak, Moreland, Pugh, Richard)
___	___	5.	Can the student explain why Teresa Taylor's name is marked out on her criteria sheet. (She was told not to rate herself.)
___	___	6.	Can the student identify which of the three forms is the sociogram? (Form 2)
___	___	7.	Can the student tell why the sociogram is made? (Graphic illustration of social process.)
___	___	8.	Using Form 3, can the student explain why each of the four people is designated as group leader? (Highest choice preference-more people wanted to work with them.)
___	___	9.	Can the student explain how each person got into the particular group? (Chose to be with someone in that group)
___	___	10.	Can the student explain how the four groups can be used to enhance academic goals? (Each group represents needs and values of individual members.)

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Human Engineering Applicable to the Classroom

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LEARNING EXPERIENCE 6

1. Make arrangements with your teacher supervisor to visit a classroom and obtain the data to make a sociometric study of that classroom. Be sure to get the proper data, location, time and teacher's name.

2. Contact the teacher in advance and make whatever arrangements are necessary.

3. When you visit the classroom, be sure that each child has paper and pencil and puts his name on his paper.

4. Ask the children to answer in writing the following question:

When you have your school pictures made, who would you like to have your picture made with?

5. Based upon the choices expressed by the students, form work groups of three students each.

6. Schedule a conference with your teacher supervisor to critique your performance on this learning experience.

(Performance Objective 6)

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LEARNING EXPERIENCE 7

1. Secure from your teacher supervisor a set of study questions for Chapters 4 and 5 of Changing Classroom Behavior.

2. Read and study Chapters 4 and 5 of Changing Classroom Behavior, completing the study questions as you read.

(Performance Objective 7)

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Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 7

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Performance Objective 7

Study questions for Chapters 4 and 5
Changing Classroom Behavior

NAME_____ DATE_____

1. Teachers can increase the probability of some behavior occurring again by_____it, or they can decrease this probability through some form of_____or by instituting a procedure called_____.

2. "If you don't finish your work, you will stay in during recess" is a form of_____.

3. _____is an environmental event which decreases the rate of the response which it follows.

4. Ignoring behaviors with the idea that they will "go away" is called _____.

5. Behaviors that have more reinforcing potential than other behaviors are highest in the_____.

6. In order to get reinforcement of terminal behavior, one must make certain that the reinforcement_____.

7. To know what is making the difference in the child's general behavior as well as in reaching specific goals, a teacher must be consistent in the _____.

8. Maintaining, gaining and eliminating specific behavior in the classroom will be most affected by_____.

9. Programmed learning uses _____feedback to increase learning.

10. Bijou and Sturger have classified reinforcers in the following five categories:

    a.
    b.
    c.
    d.
    e.

**

TEN KIT 4, Human Engineering Applicable to the Classroom, Learning Experience 7, Performance Objective 7

11. There seems to be some agreement that reinforcers which are most effective are called_____.

12. Letting a child read a favorite book when his assigned work is completed is called the_____.

13. Define ratio schedule of reinforcement.

14. Define variable schedule of reinforcement.

15. To increase learning, the schedule of reinforcement which is most effective is_____.

16. Compare reinforcement with extinction in terms of the procedures used to accomplish each.

17. Aversive experience in school usually results in a child that is seriously limited in

    a.
    b.

18. Aversive techniques or elements in our educational system have fostered the following types of behavior in our society:

    a.
    b.
    c.
    d.
    e.

19. In the classroom aversive techniques used are as follows:

    a.
    b.
    c.
    d.
    e.

20. Two side effects of an excessively punitive classroom environment are

    a.
    b.

21. Students who have non-punitive teachers tend to talk more about

    a.
    b.

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TEN KIT 4, Human Engineering Applicable to the Classroom, Learning Experience 7, Performance Objective 7

22. Habitual use of punishment creates far more problems than it solves, and at best it _____ undesirable behavior, but does not _____ it.

23. Excessive movements in a classroom may serve as a signal for the teacher to

    a.
    b.
    c.

24. The establishing of desirable and undesirable behaviors in a classroom environment reduces problems because standards are

    a.
    b.
    c.

25. Two criteria a teacher should use in determining if a behavior is undesirable and should be changed are

    a.
    b.

26. Four possibilities open to a teacher for changing classroom behavior are

    a.
    b.
    c.
    d.

27. An attempt to establish a uniform punishment for all students often results in certain students actually being _____.

28. In a classroom operating largely on positive reinforcement, rapid reduction of disruptive behavior can be accomplished by _____ _____.

TEN KIT 4

Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 7

Performance Objective 7

Study questions for Chapters 4 and 5
Changing Classroom Behavior

1. Teachers can increase the probability of some behavior occurring again by reinforcing it, or they can decrease this probability through some form of punishment or by instituting a procedure called extinction.

2. "If you don't finish your work, you will stay in during recess" is a form of negative reinforcement.

3. Punishment is an environmental event which decreases the rate of the response which it follows.

4. Ignoring behaviors with the idea that they will "go away" is called extinction.

5. Behaviors that have more reinforcing potential than other behaviors are highest in the hierarchy of reinforcement.

6. In order to get reinforcement of terminal behavior, one must make certain that the reinforcement is contingent only on the behavior.

7. To know what is making the difference in the child's general behavior as well as in reaching specific goals, a teacher must be consistent in the management of consequences.

8. Maintaining, gaining and eliminating specific behavior in the classroom will be most affected by using immediate consequences.

9. Programmed learning uses immediate feedback to increase learning.

10. Bijou and Sturger have classified reinforcers in the following five categories:

    a. consumables

    b. manipulatables

    c. visual stimuli

    d. social stimuli

    e. tokens

*

TEN KIT 4, Human Engineering Applicable to the Classroom, Learning Experience 7, Performance Objective 7

11. There seems to be some agreement that reinforcers which are most effective are called social reinforcers.

12. Letting a child read a favorite book when his assigned work is completed is called the Premack Principle.

13. Define ratio schedule of reinforcement.

    reinforcement given on a ratio number of rainforcement to work accomplished

14. Define variable schedule of reinforcement.

    reinforcement to be given according to number of correct responses

15. To increase learning, the schedule of reinforcement which is most effective is variable.

16. Compare reinforcement with extinction in terms of procedures used to accomplish each. Reinforcement occurs by responding to behavior, while extinction occurs by failing to respond to behavior.

17. Aversive experience in school usually results in a child that is seriously limited in

    a. individual personal development
    b. contribution to society

18. Aversive techniques or elements in our educational system have fostered the following types of behavior in our society:

    a. absenteeism
    b. vandalism
    c. anxiety
    d. fear
    e. conformity

19. In the classroom aversive techniques used are as follows:

    a. raised eyebrow of the teacher
    b. extra assignments
    c. corporal punishment
    d. humiliation by peers
    e. dressing down by the principal

20. Two side effects of an excessively punitive classroom environment are

    a. increase in overt disruptive behavior
    b. aggressive preoccupation among the students

21. Students who have non-punitive teachers tend to talk more about

    a. academic achievement
    b. learning

*

TEN KIT 4, Human Engineering Applicable to the Classroom, Learning Experience 7, Performance Objective 7

22. Habitual use of punishment creates far more problems than it solves, and at best it suppresses undesirable behavior, but does not extinguish it.

23. Excessive movements in a classroom may serve as a signal for the teacher to

    a. provide more interesting material
    b. change the activity
    c. permit recess

24. The establishing of desirable and undesirable behaviors in a classroom environment reduces problems because standards are

    a. planned
    b. clarified
    c. maintained

25. Two criteria a teacher should use in determining if a behavior is undesirable and should be changed are

    a. interferes with a student's performance
    b. interferes with the rest of the class

26. Four possibilities open to a teacher for changing classroom behavior are

    a. punishing
    b. extinction
    c. reinforcing competing behavior
    d. removing the student

27. An attempt to establish a uniform punishment for all students often results in certain students actually being positively reinforced.

28. In a classroom operating largely on positive reinforcement, rapid reduction of disruptive behavior can be accomplished by removing the possibility of reinforcement.

TEN KIT 4

Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 8

1. Make arrangements with your teacher supervisor to view the video taped classroom for this learning experience.

2. From the video tape identify five teacher behaviors which reinforce learning.

3. Establish a base rate for each of the five behaviors identified.

4. Schedule a conference with your teacher supervisor to critique your performance on this objective.

(Performance Objective 8)

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Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 8

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Performance Objective 8

The following teacher behaviors can be identified as ways that the teacher reinforces behavior in the classroom. Other reinforcing behaviors are acceptable; however, they must meet the approval of the teacher supervisor. The student should view the first twenty minutes of the video tape and identify the behavior specified.

	Frequency of behavior	Total
1. Calling on children who raise their hand	𝍸 ///	8
2. Verbal rewards for answering	𝍸	5
3. Assuring student of correct answer	///	3
4. Asking questions	𝍸 ////	9
5. Emphasizing points made by students	////	4
6. Calling student by name	𝍸 ///	8
7. Allowing student to perform in front of group	///	3

SELF EVALUATION

The learning experiences in this kit are accompanied by a self evaluation checklist. These are provided so that you may study a given performance objective, complete the learning experience(s) designed for that objective and determine for yourself whether you have completed the assignment satisfactorily. The primary purpose of self evaluation is to allow you to review your own progress before requesting the proficiency assessment exercises for the kit. After you have completed the learning experiences assigned to you for this kit, you should request the self evaluation checklist. Review the checklist carefully; if there are any indications that you have not completed a learning experience satisfactorily, either go back to the learning experience for a review or schedule a conference with your teacher supervisor. If your response to the checklist indicates satisfactory completion of all the learning experiences, schedule proficiency assessment.

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Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 1

YES NO

___ ___ 1. Can I answer accurately the study questions over Chapter 2 of Changing Classroom Behavior without the text?

TEN KIT 4

Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 2

YES	NO	
___	___	1. Did my teacher supervisor approve my performance on Learning Experience 2?

TEN KIT 4

Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 3

YES	NO	
___	___	1. Can I answer accurately the study questions over Chapter 11 of Mental Health in Education without the text?

TEN KIT 4

Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 4

YES	NO	
___	___	1. Did my teacher supervisor approve my performance on Learning Experience 4?

TEN KIT 4

Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 5

YES	NO	
___	___	1. Did my teacher supervisor approve my analysis and explanation of the sociometric study in Learning Experience 5?

TEN KIT 4

Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 6

YES	NO	
___	___	1. Did my teacher supervisor approve my performance on Learning Experience 6?

TEN KIT 4

Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 7

YES	NO	
___	___	1. Can I accurately answer the study questions over Chapters 4 and 5 of Changing Classroom Behavior without the text?

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Human Engineering Applicable to the Classroom

SELF EVALUATION

For each question below place a check mark in either the yes or no column, depending upon how you would rate your understanding or skill referred to in the questions. Each yes response indicates your readiness to proceed to the next step; each no response indicates your need to review the learning experience(s) for the performance objective to which the item is keyed.

Performance Objective 8

YES	NO	
___	___	1. Did my teacher supervisor approve my performance on Learning Experience 8?

PROFICIENCY ASSESSMENT

When you have completed each of the learning experiences assigned to you for this kit and through the self evaluation procedures have determined that you achieved the intended results, you should request your instructor to assess your proficiency in the performance objectives stated at the beginning of this kit.

Although proficiency assessment may take any one of many forms, it always has the single purpose of measuring your attainment of the performance objectives for which the kit is planned. Thus, it is structured to assess all of and only those behaviors stated in the objectives.

TEN KIT 4

Human Engineering Applicable to the Classroom

PROFICIENCY ASSESSMENT

Performance Objective 1

NAME_____ DATE_____

Proficiency requires 90 per cent accuracy on the following questions over Chapter 2 of Changing Classroom Behavior:

1. In experimental terms, the teacher's behavior is the _____ variable and the student's behavior is the _____ variable.

2. The two major kinds of teacher behavior are those designed to 1._____ 2._____

3. The two broad categories into which a learner's behavior can be classified are 1._____ 2._____

4. The dependent variables for classroom behavior such as fighting and talking are related to_____

5. To find the independent variables which produce desired student behavior, the teacher must _____ and_____ behavior.

6. Another term used by the author to mean "reference point" is _____. Write a definition for this term.

7. State the reason that "rate of behaving" is a more desirable kind of record keeping than is percentage correct.

8. State two specific people often found in the classroom who could learn to collect baserates of behavior.

9. Common goals of all researchers in measuring classroom behavior are to 1._____ 2._____

10. Explicit data related to specific behavior forms a record for future _____.

11. When the baserates are established, it is possible to systematically modify the _____ and note the results on the various categories of_____.

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TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 1

12. In explaining the relationship between teacher behavior and disruptive classroom behavior, Thomas categorized teacher behavior as: 1._____ _____,2._____,3._____.

13. In exploring the relationship between teacher behavior and disruptive classroom behavior, Thomas recognized the following five classes of disruptive classroom behavior: 1._____, 2._____, 3._____, 4._____, 5._____.

14. The first step in good classroom management is to _____.

15. Accurate information about what is going on in the classroom consists of the following six items: 1._____, 2._____ _____, 3._____, 4._____, 5._____, 6._____.

16. When learning to gather data, a teacher could utilize the following to develop the skill: 1._____, 2._____, 3._____, 4._____.

17. Define the following categories of teacher behavior: 1. Eliciting___ _____ 2. Responding_____ _____.

18. Define the following types of student behavior: 1. Academic_____ _____ 2. Non-academic_____ _____.

19. List two specific student behaviors which would be classified under each of the general categories of student behavior: 1. Academic_____ _____ 2. Non-academic_____ _____

20. From Chapter 2 of Changing Classroom Behavior list two baserates for academic behavior and two baserates for non-academic behavior:
    1. Academic_____
    2. Non-academic_____.

**

TEN KIT 4

Human Engineering Applicable to the Classroom

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PROFICIENCY ASSESSMENT

Performance Objective 1

Proficiency requires at least 90 per cent accuracy on the following questions over Chapter 2 of Changing Classroom Behavior:

1. In experimental terms, the teacher's behavior is the independent variable and the student's behavior is the dependent variable.

2. The two major kinds of teacher behavior are those designed to 1. elicit some response from the student (eliciting) 2. respond to what the student does (responding).

3. The two broad categories into which a learner's behavior can be classified are 1. academic 2. non-academic

4. The dependent variables for classroom behavior such as fighting and talking are related to environmental stimuli in the classroom.

5. To find the independent variables which produce desired student behavior, the teacher must define and measure behavior.

6. Another term used by the author to mean "reference point" is baserate. Write a definition for this term. The measure of the amount or rate of the behavior that is occurring naturally in the classroom.

7. State the reason that "rate of behaving" is a more desirable kind of record keeping than is percentage correct. Rate of behaving gives a specific idea of how much a child can do as well as how accurately.

8. State two specific people often found in the classroom who could learn to collect baserates of behavior.

   1. teacher 2. teacher aide

9. Common goals of all researchers in measuring classroom behavior are to 1. isolate behavior and outcomes 2. relate to student and teacher behavior

10. Explicit data related to specific behavior forms a record for future comparison.

11. When baserates are established, it is possible to systematically modify the teacher behavior and note the results on the various categories of student behavior.

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TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 1

12. In explaining the relationship between teacher behavior and disruptive classroom behavior, Thomas categorized teacher behavior as 1. disapproving, 2. approving, 3. instructional.

13. In exploring the relationship between teacher behavior and disruptive classroom behavior, Thomas recognized the following five classes of disruptive classroom behavior: 1. gross motor, 2. noisemaking, 3. verbalization, 4. orienting, 5. aggression.

14. The first step in good classroom management is to collect accurate information about what is going on.

15. Accurate information about what is going on in the classroom consists of the following six items: 1. response rate, 2. error rate, 3. accuracy rate, 4. disruptive behavior rate, 5. study behavior rate, 6. teacher's behavior.

16. When learning to gather data, a teacher could utilize the following to develop the skill: 1. film, 2. video tape, 3. small group, 4. actual classroom.

17. Define the following categories of teacher behavior: 1. Eliciting behavior designed to get some response
2. Responding behavior designed to respond to student behavior

18. Define the following types of student behavior: 1. Academic anything related to the goals of the curriculum
2. Non-academic anything which interferes with the goals of the curriculum.

19. List two specific student behaviors which would be classified under each of the general categories of student behavior. 1. Academic studying, reciting, asking questions, attending to teacher
2. Non-academic fighting, talking without permission, inattention

20. From Chapter 2 of Changing Classroom Behavior list two baserates for academic behavior and two baserates for non-academic behavior.

    1. Academic-Spelling, arithmetic or any academic grade in a baserate

    2. Non-academic-Grunts, banging objects, laughing, groans or any activity not related to curriculum.

*

TEN KIT 4

Human Engineering Applicable to the Classroom

PROFICIENCY ASSESSMENT

Performance Objective 2

Proficiency for this objective requires that Learning Experience 2 be completed by the student to the teacher supervisor's satisfaction.

TEN KIT 4

Human Engineering Applicable to the Classroom

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PROFICIENCY ASSESSMENT

Performance Objective 3

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy on the following questions over Chapter 11 of Mental Health in Education:

1. Bonney states that the primary purpose of sociometry in a school situation would be to:

   a.
   b.
   c.

2. Three principal kinds of sociometric measurements are:

   a.
   b.
   c.

3. A sociometric test measures the _____ that each individual has in a tested population at a given time and in reference to a stated _____.

4. A person's choice status in a group is affected to the extent to which he is viewed by others as possessing _____ and _____ important to the group for successful achievement and overt social adjustment.

5. The emphasis of a sociometric test is not on what one is but what one _____.

6. A sociometric test measures not only each individual's _____ among his immediate associates, but also each person's interpersonal _____.

7. Choice-daring is reflected when the chooser indicates _____ _____.

8. Jenninger found that positive and negative responses toward people were determined by

9. State one specific reason why one person is attracted to another.

10. The person of high choice-status in a group is generally characterized as being both _____ and _____.

TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 3

11. High sociometric status is due primarily to having resources to meet needs and_____.

12. In order to move a person from a low sociometric status one would

    a.
    b.

13. "Mirror choosing" means_____
    _____.

14. Psychologically adequate people desire to associate with one another because of

    a.
    b.
    c.
    d.

15. Sociometric data has its value to teachers in that it

    a.
    b.
    c.
    d.
    e.

16. Differentiate between academic and social behavior by defining and giving one example of each.

    a. academic behavior

    b. social behavior

TEN KIT 4

Human Engineering Applicable to the Classroom

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PROFICIENCY ASSESSMENT

Performance Objective 3

Proficiency requires at least 90 per cent accuracy on the following questions over Chapter 11 of Mental Health in Education:

1. Bonney states that the primary purpose of sociometry in a school situation would be to

   a. obtain quantitative data on attraction-repulsion patterns
   b. To evaluate these data in terms of mental hygiene objectives
   c. enhance individual and group management

2. Three principal kinds of sociometric measurements are

   a. specific criteria
   b. sociometric questionnaires
   c. measurements of reputation

3. A sociometric test measures the choice-status that each individual has in a tested population at a given time and in reference to a stated choice-status.

4. A person's choice status in a group is affected to the extent to which he is viewed by others as possessing skills and values important to the group for successful achievement and overt social adjustment.

5. The emphasis of a sociometric test is not on what one is but what one becomes.

6. A sociometric test measures not only each individual's choice-value among his immediate associates, but also each person's interpersonal aspirations or wants.

7. Choice-daring is reflected when the chooser indicates that he chooses others who are much higher than himself in the group structure.

8. Jenninger found that positive and negative responses toward people were determined by
   how much one needs other people

9. State one specific reason why one person is attracted to another.
   fulfillment of some kind of need

10. The person of high choice-status in a group is generally characterized as being both aggressive and friendly.

*

TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 3

11. High sociometric status is due primarily to having resources to meet needs and to perceive needs of the individual and group.

12. In order to move a person from a low sociometric status one would

    a. change individual
    b. change group members

13. "Mirror choosing" means the quality of one is reflected in the other.

14. Psychologically adequate people desire to associate with one another because of

    a. achievement
    b. interest
    c. values
    d. concern

15. Sociometric data has its value to teachers in that it

    a. helps to see pupils in a new light
    b. is useful in planning work
    c. is useful in recognizing personality problems
    d. is useful in discipline and group management
    e. helps locate danger spots in human relations

16. Differentiate between academic and social behavior by defining and giving one example of each.

    a. academic behavior - Patterns of behavior which are consistent with defined educational goals.
    b. social behavior - Patterns of behavior which attract or repel individual class members.

TEN KIT 4

Human Engineering Applicable to the Classroom

PROFICIENCY ASSESSMENT

Performance Objective 4

Proficiency for this objective requires that Learning Experience 4 be completed to the satisfaction of the teacher supervisor.

**

TEN KIT 4

Human Engineering Applicable to the Classroom

PROFICIENCY ASSESSMENT

Performance Objective 5

Proficiency for this objective requires that the student explain the sociometric study in Learning Experience 5 to the satisfaction of the teacher supervisor.

TEN KIT 4

Human Engineering Applicable to the Classroom

PROFICIENCY ASSESSMENT

Performance Objective 6

Proficiency for this objective requires that the student perform Learning Experience 6 to the satisfaction of the teacher supervisor.

**

TEN KIT 4

Human Engineering Applicable to the Classroom

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PROFICIENCY ASSESSMENT

Performance Objective 7

NAME_____ DATE_____

Proficiency requires at least 90 per cent accuracy on the following questions for Chapters 4 and 5 of Changing Classroom Behavior:

1. Teachers can increase the probability of some behavior occurring again by_____it, or they can decrease this probability through some form of_____or by instituting a procedure called_____.

2. "If you don't finish your work, you will stay in during recess" is a form of_____.

3. _____is an environmental event which decreases the rate of the response which it follows.

4. Ignoring behaviors with the idea that they will "go away" is called _____.

5. Behaviors that have more reinforcing potential than other behaviors are highest in the_____.

6. In order to get reinforcement of terminal behavior, one must make certain that the reinforcement _____.

7. To know what is making the difference in the child's general behavior as well as in reaching specific goals, a teacher must be consistent in the_____.

8. Maintaining, gaining and eliminating specific behavior in the classroom will be most affected by_____.

9. Programmed learning uses_____feedback to increase learning.

10. Bijou and Sturger have classified reinforcers in the following five categories:

    a.
    b.
    c.
    d.
    e.

TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 7

11. There seems to be some agreement that reinforcers which are most effective are called _____.

12. Letting a child read a favorite book when his assigned work is completed is called the _____.

13. Define ratio schedule of reinforcement.

14. Define variable schedule of reinforcement.

15. To increase learning, the schedule of reinforcement which is most effective is _____.

16. Compare reinforcement with extinction in terms of the procedures used to accomplish each.

17. Aversive experience in school usually results in a child that is seriously limited in

    a.
    b.

18. Aversive techniques or elements in our educational system have fostered the following types of behavior in our society:

    a.
    b.
    c.
    d.
    e.

19. In the classroom aversive techniques used are as follows:

    a.
    b.
    c.
    d.
    e.

20. Two side effects of an excessively punitive classroom environment are

    a.
    b.

21. Students who have non-punitive teachers tend to talk more about

    a.
    b.

**

TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 7

22. Habitual use of punishment creates far more problems than it solves, and at best it_____undesirable, but does not _____it.

23. Excessive movements in a classroom may serve as a signal for the teacher to

    a.
    b.
    c.

24. The establishing of desirable and undesirable behaviors in a classroom environment reduces problems because standards are

    a.
    b.
    c.

25. Two criteria a teacher should use in determining if a behavior is undesirable and should be changed are

    a.
    b.

26. Four possibilities open to a teacher for changing classroom behavior are

    a.
    b.
    c.
    d.

27. An attempt to establish a uniform punishment for all students often results in certain students actually being_____.

28. In a classroom operating largely on positive reinforcement, rapid reduction of disruptive behavior can be accomplished by_____ _____.

**

TEN KIT 4

Human Engineering Applicable to the Classroom

PROFICIENCY ASSESSMENT

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Performance Objective 7

Proficiency requires at least 90 per cent accuracy on the following questions for Chapters 4 and 5 of Changing Classroom Behavior:

1. Teachers can increase the probability of some behavior occurring again by reinforcing it, or they can decrease this probability through some form of punishment or by instituting a procedure called extinction.

2. "If you don't finish your work, you will stay in during recess" is a form of negative reinforcement.

3. Punishment is an environmental event which decreases the rate of the response which it follows.

4. Ignoring behaviors with the idea that they will "go away" is called extinction.

5. Behaviors that have more reinforcing potential than other behaviors are highest in the hierarchy of reinforcement.

6. In order to get reinforcement of terminal behavior, one must make certain that the reinforcement is contingent only on the behavior.

7. To know what is making the difference in the child's general behavior as well as in reaching specific goals, a teacher must be consistent in the management of consequences.

8. Maintaining, gaining and eliminating specific behavior in the classroom will be most affected by using immediate consequences.

9. Programmed learning uses immediate feedback to increase learning.

10. Bijou and Sturger have classified reinforcers in the following five categories:

    a. consumables
    b. manipulatables
    c. visual stimuli
    d. social stimuli
    e. tokens

TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 7

11. There seems to be some agreement that reinforcers which are most effective are called social reinforcers.

12. Letting a child read a favorite book when his assigned work is completed is called the Premack Principle.

13. Define ratio schedule of reinforcement.

    reinforcement given on a ratio number of reinforcement to work accomplished

14. Define variable schedule of reinforcement.

    reinforcement to be given according to number of correct responses

15. To increase learning, the schedule of reinforcement which is most effective is variable.

16. Compare reinforcement with extinction in terms of the procedures used to accomplish each.

    Reinforcement occurs by responding to behavior, while extinction occurs by failing to respond to behavior.

17. Aversive experience in school usually results in a child that is seriously limited in

    a. individual personal development
    b. contribution to society

18. Aversive techniques or elements in our educational system have fostered the following types of behavior in our society:

    a. absenteeism
    b. vandalism
    c. anxiety
    d. fear
    e. conformity

19. In the classroom aversive techniques used are as follows:

    a. raised eyebrow of the teacher
    b. extra assignments
    c. corporal punishment
    d. humiliation by peers
    e. dressing down by the principal

20. Two side effects of an excessively punitive classroom environment are

    a. increase in overt disruptive behavior
    b. aggressive preoccupation amont the students

21. Students who have non-punitive teachers tend to talk more about

    a. academic achievement
    b. learning

TEN KIT 4, Human Engineering Applicable to the Classroom, Proficiency Assessment, Performance Objective 7

22. Habitual use of punishment creates far more problems than it solves, and at best it suppresses undesirable behavior, but does not extinguish it.

23. Excessive movements in a classroom may serve as a signal for the teacher to

    a. provide more interesting material
    b. change the activity
    c. permit recess

24. The establishing of desirable and undesirable behaviors in a classroom environment reduces problems because standards are

    a. planned
    b. clarified
    c. maintained

25. Two criteria a teacher should use in determining if a behavior is undesirable and should be changed are

    a. interferes with a student's performance
    b. interferes with the rest of the class

26. Four possibilities open to a teacher for changing classroom behavior are

    a. punishing
    b. extinction
    c. reinforcing competing behavior
    d. removing the student

27. An attempt to establish a uniform punishment for all students often results in certain students actually being positively reinforced.

28. In a classroom operating largely on positive reinforcement, rapid reduction of disruptive behavior can be accomplished by removing the possibility of reinforcement.

TEN KIT 4

Human Engineering Applicable to the Classroom

PROFICIENCY ASSESSMENT

Performance Objective 8

Proficiency requires that the student complete Learning Experience 8 to the satisfaction of the teacher supervisor.

**

TEN KIT 4

Human Engineering Applicable to the Classroom

LEARNING EXPERIENCE 5

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Performance Objective 5

Introduction to Sociometry Example

The enclosed sociometric study is an example of a study made on children in a fifth grade classroom. Its purpose was to determine whether academic goals could be enhanced by structuring the classroom work around choice-preferences within the classroom. It was found that grouping children according to their preference for work partners increased productivity. From reading Chapter 11 of the reference material, you will get the basic explanation of what is involved in making choices in work groups and what you as a teacher can do with these choices.

In looking at the example which follows you should realize that each of the three designated forms represents one of the three phases of making a sociometric study. Form 1 is the sociometric device for measuring the social process in the classroom. Form 2 is the sociogram which is a picture or graph of the social processes going on in the classroom. Form 3 represents one way to group the class members in order to change behaviors.

These three steps will become clear when you read the assigned material and understand the theoretical bases for making a sociometric study.

JUST LIKE ME

February 21, 1968

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Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
____Joan Boggio	9				5				2				0			
____Jerry Chambless	2				0				2				12			
____Jim Cheak	1				3				1				11			
____Dorothy Cole	7				5				2				2			
____Scott Cole	6				6				3				1			
____Melonie Echols	4				3				7				2			
____Tina Green	8				3				5				0			
____Gary Harris	2				4				5				5			
____Patricia Kennedy	4				2				7				3			
____Jennifer McGuire	2				9				3				2			
____Bennett McKenzie	5				4				4				3			
____Sharon Moreland	1				1				5				9			
____Vanessa Pugh	0				3				7				6			
____Ronald Richard	1				3				6				6			
____Wanda Smith	5				6				2				3			
____Teresa Taylor	7				5				3				1			
____Susan Wade	4				6				5				1			
	66				68				69				58			

**

JUST LIKE ME NAME Teresa Taylor

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

3 Joan Boggio

12 Jerry Chambless

16 Jim Cheak

2 Dorothy Cole

13 Scott Cole

8 Melonie Echols

1 Tina Green

9 Gary Harris

10 Patricia Kennedy

7 Jennifer McGuire

4 Bennett McKenzie

14 Sharon Moreland

11 Vanessa Pugh

15 Ronald Richard

5 Wanda Smith

[illegible]

6 Susan Wade

**

JUST LIKE ME NAME Sharon Moreland

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

7 Joan Boggio

2 Jerry Chambless

9 Jim Cheak

4 Dorothy Cole

8 Scott Cole

11 Melonie Echols

1 Tina Green

10 Gary Harris

12 Patricia Kennedy

13 Jennifer McGuire

3 Bennett McKenzie

[illegible]

14 Vanessa Pugh

15 Ronald Richard

5 Wanda Smith

6 Teresa Taylor

16 Susan Wade

JUST LIKE ME NAME Susan Wade

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

3 Joan Boggio

16 Jerry Chambless

15 Jim Cheak

5 Dorothy Cole

2 Scott Cole

10 Melonie Echols

1 Tina Green

9 Gary Harris

4 Patricia Kennedy

8 Jennifer McGuire

6 Bennett McKenzie

14 Sharon Moreland

13 Vanessa Pugh

11 Ronald Richard

12 Wanda Smith

7 Teresa Taylor

Susan Wade

JUST LIKE ME NAME Patricia Kennedy

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

6 Joan Boggio

16 Jerry Chambless

15 Jim Cheak

3 Dorothy Cole

5 Scott Cole

13 Melonie Echols

1 Tina Green

7 Gary Harris

Patricia Kennedy

8 Jennifer McGuire

9 Bennett McKenzie

10 Sharon Moreland

12 Vanessa Pugh

14 Ronald Richard

4 Wanda Smith

11 Teresa Taylor

2 Susan Wade

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JUST LIKE ME NAME Jennifer McGuire

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

3 Joan Boggio

15 Jerry Chambless

16 Jim Cheak

1 Dorothy Cole

11 Scott Cole

8 Melonie Echols

6 Tina Green

14 Gary Harris

13 Patricia Kennedy

Jennifer McGuire

9 Bennett McKenzie

10 Sharon Moreland

7 Vanessa Pugh

12 Ronald Richard

2 Wanda Smith

4 Teresa Taylor

5 Susan Wade

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JUST LIKE ME NAME Melonie Echols

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

3 Joan Boggio

16 Jerry Chambless

15 Jim Cheak

1 Dorothy Cole

8 Scott Cole

[illegible]

2 Tina Green

7 Gary Harris

9 Patricia Kennedy

12 Jennifer McGuire

13 Bennett McKenzie

14 Sharon Moreland

6 Vanessa Pugh

10 Ronald Richard

11 Wanda Smith

4 Teresa Taylor

5 Susan Wade

JUST LIKE ME NAME Vanessa Pugh

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

3 Joan Boggio

16 Jerry Chambless

7 Jim Cheak

1 Dorothy Cole

8 Scott Cole

2 Melonie Echols

4 Tina Green

13 Gary Harris

12 Patricia Kennedy

11 Jennifer McGuire

9 Bennett McKenzie

15 Sharon Moreland

Vanessa Pugh

14 Ronald Richard

5 Wanda Smith

6 Teresa Taylor

10 Susan Wade

**

JUST LIKE ME NAME Bennett McKenzie

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

2 Joan Boggio

15 Jerry Chambless

7 Jim Cheak

13 Dorothy Cole

1 Scott Cole

11 Melonie Echols

10 Tina Green

12 Gary Harris

14 Patricia Kennedy

3 Jennifer McGuire

____ Bennett McKenzie

16 Sharon Moreland

9 Vanessa Pugh

8 Ronald Richard

4 Wanda Smith

5 Teresa Taylor

6 Susan Wade

JUST LIKE ME NAME Jim Cheak

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

12 Joan Boggio

4 Jerry Chambless

____ Jim Cheak

16 Dorothy Cole

1 Scott Cole

10 Melonie Echols

11 Tina Green

3 Gary Harris

2 Patricia Kennedy

15 Jennifer McGuire

5 Bennett McKenzie

6 Sharon Moreland

13 Vanessa Pugh

7 Ronald Richard

14 Wanda Smith

8 Teresa Taylor

9 Susan Wade

BEST COPY AVAILABLE

JUST LIKE ME NAME Scott Cole

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

1 Joan Boggio

16 Jerry Chambless

15 Jim Cheak

9 Dorothy Cole

[illegible]

4 Melonie Echols

5 Tina Green

13 Gary Harris

6 Patricia Kennedy

8 Jennifer McGuire

7 Bennett McKenzie

14 Sharon Moreland

10 Vanessa Pugh

12 Ronald Richard

3 Wanda Smith

2 Teresa Taylor

11 Susan Wade

JUST LIKE ME NAME Dorothy Cole

BEST COPY AVAILABLE

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

1 Joan Boggio

16 Jerry Chambless

15 Jim Cheak

[illegible]

10 Scott Cole

2 Melonie Echols

3 Tina Green

14 Gary Harris

11 Patricia Kennedy

6 Jennifer McGuire

13 Bennett McKenzie

9 Sharon Moreland

7 Vanessa Pugh

12 Ronald Richard

5 Wanda Smith

4 Teresa Taylor

8 Susan Wade

**

BEST COPY AVAILABLE

JUST LIKE ME NAME Ronald Richard

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

9 Joan Boggio

14 Jerry Chambless

8 Jim Cheak

7 Dorothy Cole

2 Scott Cole

11 Melonie Echols

12 Tina Green

6 Gary Harris

10 Patricia Kennedy

5 Jennifer McGuire

1 Bennett McKenzie

16 Sharon Moreland

15 Vanessa Pugh

[illegible]

13 Wanda Smith

4 Teresa Taylor

3 Susan Wade

BEST COPY AVAILABLE

JUST LIKE ME NAME Wanda Smith

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

4 Joan Boggio

16 Jerry Chambless

15 Jim Cheak

3 Dorothy Cole

5 Scott Cole

10 Melanie Echols

2 Tina Green

12 Gary Harris

14 Patricia Kennedy

8 Jennifer McGuire

6 Bennett McKenzie

9 Sharon Moreland

11 Vanessa Pugh

13 Ronald Richard

Wanda Smith

1 Teresa Taylor

7 Susan Wade

BEST COPY AVAILABLE

JUST LIKE ME NAME Jerry Chambless

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

7 Joan Boggio

[illegible] Jerry Chambless

1 Jim Cheak

11 Dorothy Cole

2 Scott Cole

15 Melonie Echols

6 Tina Green

4 Gary Harris

12 Patricia Kennedy

8 Jennifer McGuire

3 Bennett McKenzie

14 Sharon Moreland

16 Vanessa Pugh

5 Ronald Richard

13 Wanda Smith

9 Teresa Taylor

10 Susan Wade

JUST LIKE ME NAME Gary Harris

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

6 Joan Boggio

13 Jerry Chambless

14 Jim Cheak

7 Dorothy Cole

3 Scott Cole

12 Melonie Echols

9 Tina Green

Gary Harris

8 Patricia Kennedy

10 Jennifer McGuire

2 Bennett McKenzie

15 Sharon Moreland

16 Vanessa Pugh

1 Ronald Richard

5 Wanda Smith

11 Teresa Taylor

4 Susan Wade

**

JUST LIKE ME NAME Joan Boggio

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

____ Joan Boggio

16 Jerry Chambless

15 Jim Cheak

6 Dorothy Cole

7 Scott Cole

5 Melonie Echols

9 Tina Green

8 Gary Harris

3 Patricia Kennedy

2 Jennifer McGuire

14 Bennett McKenzie

4 Sharon Moreland

10 Vanessa Pugh

11 Ronald Richard

1 Wanda Smith

13 Teresa Taylor

12 Susan Wade

JUST LIKE ME NAME Tina Green

Put the number 1 by the one person in the class who is most like you. Then number 2 by the one person in the class who is next most like you, and continue with all the members of the class.

6 Joan Boggio

16 Jerry Chambless

15 Jim Cheak

7 Dorothy Cole

11 Scott Cole

2 Melonie Echols

~~Tina Green~~

14 Gary Harris

1 Patricia Kennedy

8 Jennifer McGuire

12 Bennett McKenzie

10 Sharon Moreland

9 Vanessa Pugh

13 Ronald Richard

5 Wanda Smith

4 Teresa Taylor

3 Susan Wade

**

SOCIOGRAM: FIFTH GRADE CLASS

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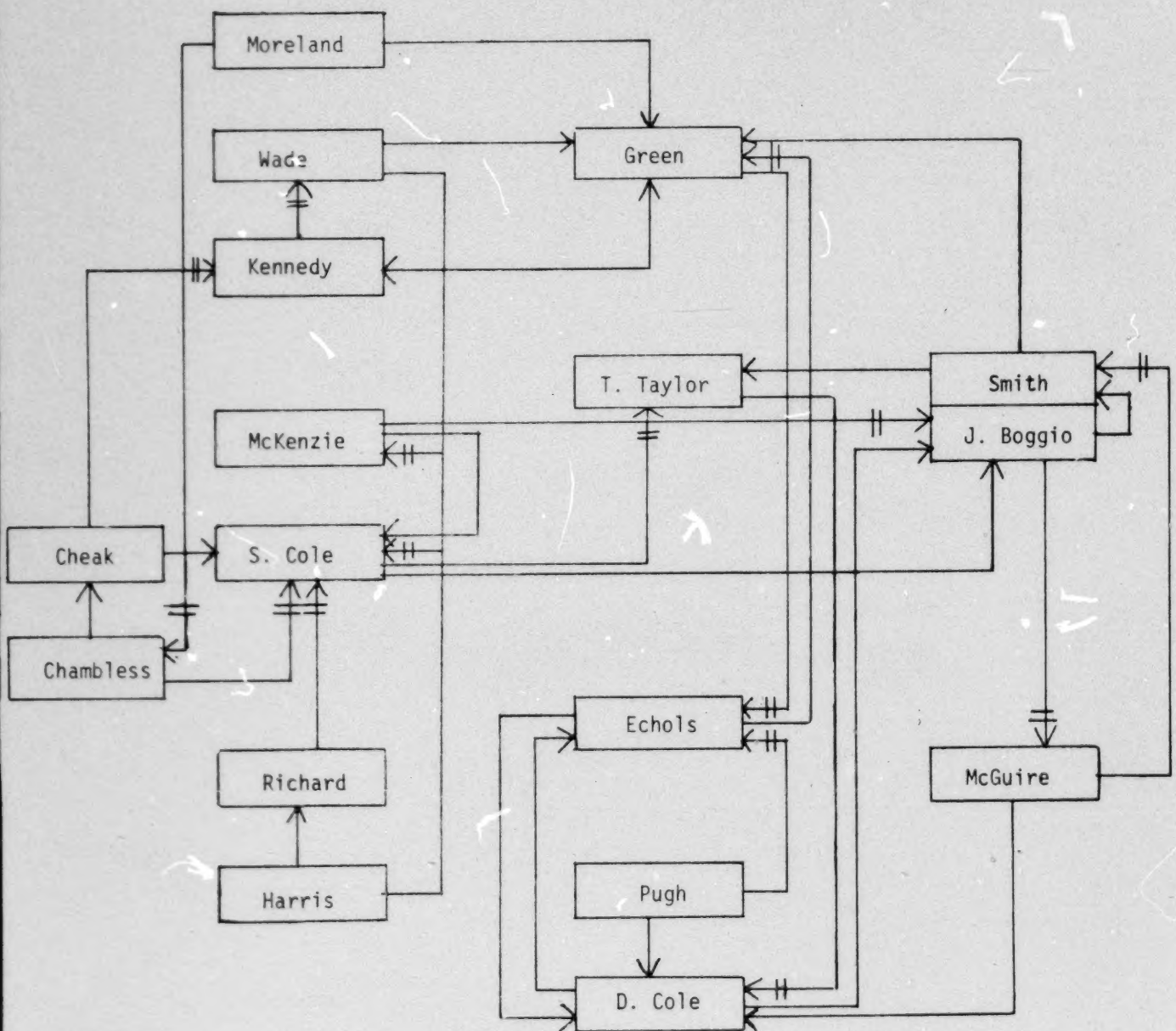
CRITERIA: Rank each person in this class in the following way: (1) Person in this class most like you; (2) Person in this class that is next like you; Now rank the people from one through seventeen.

First Choice ——→
Second Choice ——→



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SOCIOMETRIC GROUPING OF FIFTH GRADE CLASS

SCOTT COLE - GROUP LEADER #1

1. JIM CHEAK
2. JERRY CHAMBLESS
3. GARY HARRIS

TINA GREEN - GROUP LEADER #2

1. SHARON MORELAND
2. SUSAN WADE
3. PATRICIA KENNEDY

JOAN BOGGIO - GROUP LEADER #3

1. WANDA SMITH
2. BENNETT MCKENZIE
3. RONALD RICHARD
4. TERESA TAYLOR

DOROTHY COLE - GROUP LEADER #4

1. JENNIFER MCGUIRE
2. MELANIE ECHOLS
3. VANESSA PUGH